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Wonder

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Diverse Families Children's Literature Lesson Plan
by Karleah Schroeder

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Lesson Title <ul style="list-style-type: none">● Include the name, author/illustrator of the book	Lesson plan title: Kindness and Civility Book: <i>Wonder</i> by R.J. Palacio
Content Area(s) and Grade Level(s)	Social Studies/English Language Arts; 3rd grade
Lesson Objective(s)	<ul style="list-style-type: none">● Students will collaboratively discuss what it means to be kind.● Students will be able to examine why characters may choose to be unkind to others and explore how that may make someone feel.● Students will be able to reflect on what actions citizens can take to create an equitable environment.● Students will be able to use prior experiences, group discussions, and information gathered from <i>Wonder</i> to note three ways they can show kindness within their classroom community.
Florida Standards:	<ul style="list-style-type: none">● SS.3.C.2.1: Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.● LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.● LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.B. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).



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	<ul style="list-style-type: none">C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.D. Explain their own ideas and understanding in light of the discussion.● LAFS.3.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Assessment:	<ul style="list-style-type: none">● Students will be evaluated based on participation in group discussions.● Students will be evaluated based on completion of the “I Showed Kindness” sentence stem.● Students will be evaluated based on responses to the “Three Ways I Can Show Kindness” writing prompt. Students will be evaluated based on whether their responses show understanding of the concept, NOT on writing conventions.
Motivating Activity & Anticipatory Set/Access Prior Knowledge:	<ul style="list-style-type: none">● Prior Knowledge<ul style="list-style-type: none">○ Students will have already read the book <i>Wonder</i> by R.J. Palacio in literature circle groups with their teacher and peers.○ Students will already have defined the term “civility” and have some prior knowledge of what it means to be civically responsible.● Motivating Activity<ol style="list-style-type: none">1. Teacher will begin the lesson by showing students a heart made of playdough. “<i>What do you notice about this heart?</i>” Call on students for responses. Prompt, where necessary. “<i>Does it look healthy? Does it look complete? Do you think the person with this heart feels loved?</i>” As you ask the questions, pass the heart around and tell students to be gentle and kind. UDL 7.2: Optimize relevance, value, and authenticity. UDL 2.5: Illustrate through multiple media.2. Then, ask “<i>What do you think will happen to this heart if it is treated unkindly?</i>” Insult the heart. “<i>I don’t want you to sit with me at lunch.</i>” “<i>I don’t like</i>



	<p>you.” <i>You aren’t my friend.</i>” At each insult, tear a piece of play dough off the heart. Students may ask <i>“Why are you talking so mean to that heart?”</i> Ask students <i>“How does it make you feel when I say mean things to the heart? I’m not saying those mean things to you.”</i> This allows students the opportunity to self-reflect. Provide time for students to turn and talk with a partner to debrief.</p> <p>UDL 2.4: Promote understanding across languages.</p> <p>3. Ask <i>“How could we make this heart whole again?”</i> Provide each student with a bit of playdough. <i>“To rebuild the heart, we must show it kindness. I’ll start. You are loved.”</i> Add a bit of playdough to the heart and pass the heart to a student. The student will complement the heart and add playdough to it before passing it along. This will continue until every student has had a turn and the heart is whole again. UDL 3.3: Guide information processing and visualization.</p> <p>4. Say <i>“I want you to think for a moment. How did this activity make you feel? What was going on in your mind as the heart was torn apart? How about as it was re-built?”</i> Invite students to share with a partner, as all students will benefit from think-pair-share activities. UDL 3.2: Highlight patterns, critical features, big ideas, and relationships.</p>
Procedures:	<ul style="list-style-type: none">● Procedures5. Assign each student a character from the book- Auggie, Via, Jack Will, Summer, or Julian. Provide each student with a name tag stating their character’s name. Have students find their classmates who were assigned the same character. Invite students to discuss their assigned character within this group using the following prompt: <i>“Would you consider this character to be a good friend? Why or why not?”</i> UDL 8.3: Foster collaboration and community.6. Ask students to re-group. Call on students to share aloud. There might be differing opinions in the discussion. For example, one student may think Jack Will was a great friend, while others may



Closure:

- Explain what you will ask students to for to know they understand the “big picture” of the lesson; how will you allow students to wrap up the lesson in their own brains?

disagree. Allow for this discussion with civility in mind. Give enough wait time before calling on students, so all students, ELLs included, have the opportunity to share. **UDL 7.3: Minimize threats and distractions.**

7. Give students a sheet of paper for them to self-reflect and respond to the following prompt: *I showed kindness to others when _____ . Someone showed kindness to me when _____ .*
UDL 5.2 Use multiple tools for construction and composition.
8. Teacher will talk about how it can be hard to be kind, especially if you’re afraid of backlash. Make sure you speak clearly and slowly for ELLs, and repeat self if necessary. **UDL 1.1 Offer ways of customizing the display of information.** Ask students for examples from the text. Ask students for personal examples so they can make connections between the text and themselves. Students may ask “*Where can I find examples?*” Remind students that they can use their text as a resource and provide an example for them. “*I think it is kind to befriend the new kid. When Summer sat with Auggie at lunch, I think she was showing kindness.*”
9. Teacher will give each student a sheet of paper. Students will be asked to write three ways they can show kindness within the classroom community. Provide ELLs with sentence stems. Allow ELLs to write short responses instead of complete sentences, if needed. Allow beginner ELLs to write in their native language and share their responses with the teacher, if needed. **UDL 2.4: Promote understanding across languages.**
10. Teacher will ask “*Are any of the items on your list attainable right now?*” If some students answer no, ask them how they can modify it to be something they can do in this moment. Then, tell students “*I would like you to perform one of the tasks on your sheet of paper right now.*” Set a timer for 5 minutes so students may perform their random act of



kindness. Then, students can write their remaining two tasks on post-it notes and add them to the #ChooseKind bulletin board. Students will pull their post-it notes down after they complete their random acts of kindness. The completion date is flexible, as students will set their own goals. **UDL 7.1 Optimize individual choice and autonomy.**

11. Have students come back together. Ask students *"How did you feel when someone did a kindness for you? How did you feel when you did a kindness for them?"*

12. Ask students *"How can we show kindness in our community outside of the classroom? In what ways can we be civically responsible and engaged outside of these four walls?"* Students may ask *"What does it mean to be civically responsible?"* Be prepared to provide examples. *"When you're civically responsible, you are working to make a difference in the community. In the text, Mr. Browne was being civically responsible by sharing positive precepts with his students. How can you be like Mr. Browne?"* **UDL 9.3 Develop self-assessment and reflection.** Ask students to Think-Pair-Share. Let them reflect on what it means to be kind and civically responsible, have them share with a partner, then discuss as a whole group.

- Closure

13. Go to WordCloud.com and create a word cloud. Tell students that they should each come up and type the first word that comes to mind when they think of kindness, and the first word that comes to mind when they think of civic responsibility (2 words each). Let students know it is okay if words repeat. After the word cloud is completed, print and hang in the classroom so students can reflect on it and take pride in their work. **UDL 9.3: Develop self-assessment and reflection. UDL 7.2: Optimize relevance, value, and authenticity.**

Materials:

- Bulleted or numbered format

- Materials

- *Wonder* by R.J. Palacio
- Playdough



- List all materials and texts needed for lesson
- Add additional resources that may be helpful
- If only using portion of a text include page numbers as well
- Include copies of any teacher-made or textbook related handouts, worksheets, assessments, etc.....

- Name tags
- Paper and pencil
- Post-it notes
- #ChooseKind bulletin board
- Wordcloud.com
- Computer
- Printer and printer paper (for Word cloud)
- Additional Resources (supplemental material)
 - *Wonder* by RJ Palacio read-aloud
 - <https://youtu.be/PLsSzB4LnjE>
 - *Being a Good Citizen* video
 - <https://youtu.be/hwENGCF7eR0>
 - *Wonder* movie trailer
 - <https://youtu.be/Ob7fPOzbmzE>
- Teacher Made Resources:
 - "I Showed Kindness" sentence stem

I showed kindness to others when

Someone showed kindness to me when



○ "Three Ways I Can Show Kindness" prompt

3 ways I can show kindness within the classroom community...

1)

2)

3)

Disclaimer:

Before conducting this lesson plan, teacher should take into consideration if class contains a child with a physical difference. If class does have a student with a physical difference, teacher should talk to student prior to doing the lesson and make sure he/she is comfortable with discussion of the disability. Is there anything that student would like added or removed from the lesson? If class does not have a student with a physical difference, teacher can conduct lesson.